



Week 4 Assignment (100 Points)

Overview

The purpose of this week's assignment is to provide opportunities to complete a draft of the Action Research Project and Report.

During this week's activities, you will:

1. Participate in the optional web conference,.
2. Complete the discussion reflections.
3. Continue draft of action research project to this date.
4. Review items for Week 5 assignments for EDLD 5397 and begin work this week.

Learning Outcomes:

1. Understand the importance of ethics, integrity, and fairness in leading the research project and all intern activities.
2. Be familiar with current areas of study to increase student learning and foster a positive learning environment.
3. Be knowledgeable of accepted protocol for writing a concise research question and/or school problem statement.
4. Know various accepted methods of collecting and analyzing data.
5. Examine and analyze strategies to assess action research

Performance Outcomes:

1. Following a review of readings and other course information, self-assessments, P.I.S.E., reflections, and discussion comments, update the action research plan to include the following:
 - a. Goals and objectives of the research investigation.
 - b. Resources and research tools needed for data gathering.
 - c. Persons responsible for implementation of the action research plan.
 - d. Process for monitoring the achievement of goals and objectives.
 - e. Assessment instrument(s) to evaluate the effectiveness of the action research study.
 - f. Steps in your research plan.
2. Update the overall Internship Plan including the Action Research Project..

Assignment Due Date: All weekly assignment components are due by 11:59 p.m. on the seventh day of Week 4 unless the activity directions specify different instructions.

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Rubric

Use the following Rubric to guide your work on the Week 4 Assignments.

EDLD 5397 Week 4 Tasks	Accomplished/ Exceeds Standards	Proficient/ Meets Standards	Needs Improvement/ Approaches Standards	Unacceptable/ Does Not Meet Standards
Part 1 Web Conference	The candidate participates in the weekly web conference and submits a reflection. (1 point)			The candidate does not participate in the weekly web conference. (0 points)
Part 2A Discussion Board Prompt A	The candidate clearly addresses the discussion prompt with a minimum of one paragraph. (9 points)	The candidate addresses the discussion prompt with one or two sentences. (7 points)	The candidate very minimally addresses the discussion prompt . (5 points)	The candidate does not address the discussion prompt. (0 points)
Part 2B Discussion Board Prompt B	The candidate clearly addresses the discussion prompt with a minimum of one paragraph. (10 points)	The candidate addresses the discussion prompt with one or two sentences. (8 points)	The candidate very minimally addresses the discussion prompt . (5 points)	The candidate does not address the discussion prompt. (0 points)
Part 3 Draft Action Research Project Progress Report (Continued from Week 3)	The candidate provides all 9 sections of the Action Research Project template provided in the assignments for Week 4. (80 points)	The candidate provides at least 6 sections of the Action Research Project template provided in the assignments for Week 4. (70 points)	The candidate provides at least 4 sections of the Action Research Project template provided in the assignments for Week 4. (60 points)	The candidate does not provide sections of the Action Research Project template provided in the assignments for Week 4. (0 Points)

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Week 4 Assignment, Part 1: Web Conference (1 point)

Due Week 4

During this class, you have the opportunity to participate in weekly web conferences. At the beginning of your course, the professor(s) will provide a list of scheduled web conferences and the URL to access the sessions.

You do not need to download or purchase additional software to participate in the conferences. However, a headset with microphone and web camera is preferred equipment. For further details, see the information sent to you by the professor(s) and/or Instructional Associate via email, discussion board, Virtual Office Hours, and/or announcements.

Directions: After reflecting on the attended web conference or listening to the recording of the conference, post insights gained from the discussion.

Workspace

The web conference this week focused on the action research project and the reflections on progress. The process of completing this project is overwhelming but I feel supported with the guidance and expertise of the professors. One of the students questioned the relationship of the AR project to a Masters Thesis. This was the first time I actually realized the level of learning and importance this project is in the process of getting a Masters Degree. As I have continued to review my project I have realized where I need to add content and reflection to make this project real and relevant to the improvement of student learning on my campus.

There is a lot to do in the next two weeks. Dr. Mason reviewed what needs to be accomplished in the next two weeks. Dr. Mason discussed the TK20 submissions and the importance of getting work accomplished by Friday December 16th.

Week 4 Assignment, Part 2A and 2B: Discussion Board (19 points)

Due Week 4

Directions: In the Discussion Board, address each discussion prompt by writing one paragraph in response to part A, and one paragraph in response to part B.

Initial response is due 4th day by 11:59 p.m. Respond to at least one colleague by 7th day @ 11:59 p.m.

Discussion Board Posting:

Part 2A) Share a brief overview of your Action Research Project and why you chose to work on this topic.

Part 2B) By the end of your Master's program, you will produce a Comprehensive Action Research Report. On the Discussion Board, describe the importance of this Comprehensive Report, and how it may contribute to improving your professional development, as well as addressing an important topic of leadership and learning. You may review the outline of your Action Research Project Report found in Weeks 3 and 4 to provide you with a detailed outline of what will be covered in your Comprehensive Report.

Week 4 Assignment, Part 3: Draft Action Research Project Report (Continued from Week 3) (80 points)

Directions: Add additional content to your Draft Action Research Project Report (continued from Week 3). Use the workspace at the very end of this assignment document in the space entitled Week 4 Assignment, Part 3: Draft Action Research Project Report.

1) Address each of the following nine elements in your paper.

- a) **How are you implementing the vision (ELCC 1.3)?** Describe in detail how action research project is being implemented. This description can be in table format noting who, what, when, where, and how, with an emphasis on results. Include timelines and deadlines of benchmarks to be accomplished. Note the involvement of faculty and community.
- b) **Steward the Vision (ELCC 1.4).** In reference to the table above, describe the process used to build a shared commitment to the action research project. Include motivation techniques used with staff, students, and families to achieve the vision of the action research project. Include effective communication skills and strategies used to monitor, evaluate, and revise the action research project.
- c) **Promote community involvement in the vision (ELCC 1.5).** Describe methods used to collaborate with communicate with community members in the implementation of the vision promoted by the action research project.
- d) **Manage resources (ELCC 3.3).** Describe how you managed in an effective, efficient, and equitable manner the use of fiscal and/or human resources to support the action research project. Include any of the following skills that apply (or other) problem solving skills, strategic planning, and/or technology skills.
- e) **Mobilize community resources (ELCC 4.3).** Indicate how community resources were used to support the vision of the action research project. e.g., use of youth services, school resources, social service agencies, new resources in the community, and/or public resources or funds.
- f) **Promote positive school culture(ELCC 2.1).** Using the results from the “Results/Conclusions” section below, explain how the action research project promoted a positive school culture of school improvement to meet the needs of all students.
- g) **Provide an effective instructional program (ELCC 2.2).** Results and Conclusions. Conduct a satisfaction or feedback survey to all stakeholders impacted by the action research project. Compare the results of the initial needs assessment and the ending survey in measuring increased student achievement or improvement to the school culture/learning environment. If multiple objectives were planned for, evaluate and analyze each one. Display the results in a clear and concise format, e.g., table, lists, and sections. Using the resulting data, provide conclusions and recommendations for modifications or changes in the school.

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- h) **Influencing the larger context (ELCC 6.3).** Describe your plan for disseminating the results and recommendations of the action research project. Note influential persons or groups that you believe would assist in advocating for your proposal recommendations.
- i) **Design a comprehensive professional growth plan (ELCC 2.4).** Using the Results/Recommendations section, outline professional growth strategies needed to enable the faculty to successfully realize the vision of your action research project.

2. Key Words, Phrases or Terms describing your Action Research Project:

After completing your Action Research Report, please review your topic(s) and help others identify your research by searching Key Words or Phrases (e.g., Response to Intervention, at risk, economic disadvantage, school safety). This will help you and others interested in studying your research!

Week 4 Assignment, Part 3

Draft Action Research Project Report – December 2011

Bonnie Reichert

a) How are you implementing the vision (ELCC 1.3)?

ACTION STEPS	PERSONS RESPONSIBLE	TIMELINE: START/END	NEEDED RESOURCES	EVALUATION
Meet with site supervisor and mentor to review action plan.	Bonnie Reichert Carolyn Canon (Mentor & CIT) Chad Pirtle (Principal)	Sept-Nov 2011	Draft of action research plan, research relating to the use of digital portfolios	Notes/Suggestions taken from meeting
Determine Requirements/ Assess the TEA Project Share Guidelines	Bonnie Reichert Carolyn Canon (Mentor & CIT) Chad Pirtle (Principal)	Sept-Jan 2011	Local plan for technology/state requirements	Notes and independent research
Develop Survey Questions	Bonnie Reichert Carolyn Canon (Mentor & CIT)	Oct-Jan 2011	Survey Monkey Survey Resources	Survey Posted
Assess Readiness of Infrastructure	Bonnie Reichert Carolyn Canon (Mentor & CIT) Tom Harper (District IT)	Jan 2011	Total Traffic Control Data Support	Notes and Customer Support established for launch
Project Share Training	TEA	On-going since 2010		Practice use and navigation
Present plan and rationale to staff at staff meeting.	Bonnie Reichert Carolyn Canon (Mentor & CIT)	Jan 2011	Draft of action research plan, Internet	Notes/Suggestions taken from meeting
Assess Readiness of Staff	Bonnie Reichert Carolyn Canon (Mentor & CIT)	Feb 2011	Survey Monkey Survey	Evaluate Data

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ACTION STEPS	PERSONS RESPONSIBLE	TIMELINE: START/END	NEEDED RESOURCES	EVALUATION
Assess Readiness of Students	Bonnie Reichert Carolyn Canon (Mentor & CIT)	Feb 2011	Survey Monkey Survey	Evaluate Data
Report Results of Survey	Bonnie Reichert Carolyn Canon (Mentor & CIT)	March 2011	Staff Meeting Time	Round Table discussion of results and input by staff.
Test Launch with PIT students	Bonnie Reichert Carolyn Canon (Mentor & CIT)	March 2011	Total Traffic Control Data Support Sample Student Group	Test Portfolios for review by Campus Admin, Collaborative Team and staff.
Develop Portfolio Procedures and Protocol	Bonnie Reichert Carolyn Canon Collaborative Staff Team Campus Admin	Feb-April 2011	Meeting time with collaborative team	Procedures and Protocol for portfolios created.
Develop Assessment Rubric	Bonnie Reichert Carolyn Canon Collaborative Staff Team Campus Admin	March-June 2011	Project Share Rubric Examples	Standardized Rubric for use by staff as an assessment tool
Follow-up Evaluation	Bonnie Reichert Carolyn Canon (Mentor & CIT) Staff	March 2010	Sample Portfolios	Assessment Rubric used and modifications made as appropriate.

- a) **Steward the Vision (ELCC 1.4).** The process to create and use digital portfolios will require the input and collaboration of the entire school community. The process to build a shared commitment will start with the researcher. It will be important to be organized and keep all stakeholders informed of the process and results. It is especially important to gain staff support of the implementation of digital portfolios because it will involve input and participation by the staff. Digital portfolios will also create an environment to highlight student work so it will be important to educate the educational community in the district about portfolios and they can demonstrate

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exceptional work. Communication for all parts of the project will be conducted with face to face gatherings and electronically in virtual communities in Texas Project Share and through email.

j) Promote community involvement in the vision (ELCC 1.5).

Liberty Hill ISD is a small 3A district located just north of Austin, TX. It is a district that is student centered and focused on collaboration with the community and especially parents. Parents have access to their student records. It would be appropriate that they should be able to view the work that has produced the grades. The electronic format assures that work is saved and documented for its historical value and to see student growth. Collaboration with parents to access and view a student portfolio could be managed via the school policies on equal and equitable access to student records. The forms are signed at the beginning of each year and parents are issued a password. This would assure that only the students with appropriate access will be viewed. On the occasion that items from a portfolio might be made public via the school district web page, appropriate signatures for public viewing be acquired from the parents. All of this information can be communicated to parents via teacher web pages and district notifications to parents.

k) Manage resources (ELCC 3.3).

An equitable management of time will be required to assure that tasks are completed in a timely manner. I will need to work with the campus tech and admin to arrange for the dates to release the survey. The survey will also need a deadline date so I can gather the data and prepare reports. At this time there is no fiscal impact as the survey will be conducted in the course of a regular school day.

One area of concern will be assuring that staff and students know how to access the survey tool and how to submit the completed survey. It would be helpful to plan lab sessions for students and give them the opportunity to complete the survey. I will work with the campus tech to help support this in addition to the support I will provide in my classroom sessions.

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l) Mobilize community resources (ELCC 4.3).

At this time the community resources that will be used for this project are the use of time and equipment to send and receive the survey for the initial evaluation of the use of digital portfolios. The use of Project Share is an initiative that is available to school districts free so there is no fiscal obligation for the server space or collaborative tool. As the project moves forward the development of the rubric and submission protocol, it would be beneficial to include parents as a resource for what they want to see in the portfolio and how to develop plans to make access to the portfolio open to parents.

m) Promote positive school culture (ELCC 2.1).

Digital portfolios will give students ownership over their own work. As they add items and reflections it is anticipated that the students will recognize where improvements can be made and will also appreciate work well done. When students are empowered and actively involved in the learning process the learning outcomes are greater. Better outcomes will encourage a positive school culture. The project is being proposed as a school improvement to assessment and growth of students. Student's needs are met when they are successful in their learning.

n) Provide an effective instructional program (ELCC 2.2). Results and Conclusions.

A post survey can be conducted with the staff and students to assess if both groups were able to successfully create and use digital portfolios as examples of student growth and assessment. The post survey will provide important reflections for modifications and changes to the proposal before full implementation. A comparison of student views and staff views will provide information on how students and staff respond to the use of portfolios for assessment and learning.

o) Influencing the larger context (ELCC 6.3).

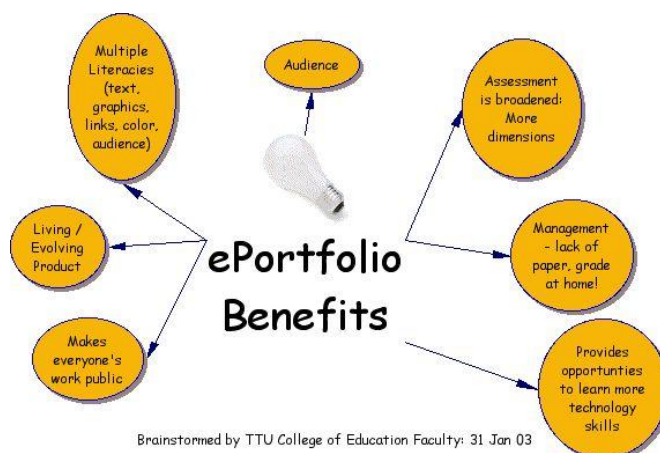
I will plan to disseminate the results and recommendations for the proposal with the support and guidance of my campus administration. This support will be vital to giving authenticity to the research, results and a proposal for change. The campus mentor will also provide support for the proposal given the time and support provided during the research process. The campus mentor is also a leader of technology in the district and can help introduce and promote my proposal and solicit district support.

p) Design a comprehensive professional growth plan (ELCC 2.4).

Professional development is vital to the introduction of any new initiative. A digital portfolio is a tool that will be used by teachers and students but before this can happen an opportunity to learn how and why a digital portfolio is an important teaching and learning tool for 21st century learners is important. A professional development course should be developed for teachers to assist students in the creation and development of digital portfolio projects to enhance learning in content area classrooms. Various readings, learning activities, participation in on-line discussions, the examination of various types and purposes of portfolios, and the examination assessment strategies for evaluating portfolio projects will provide teachers with the foundation to support the learning opportunity provided by the use of digital portfolios.

The diagram illustrates 7 areas that benefit learning through the use of digital portfolios.

(TTU College of Education Faculty, 2003)



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After an initial introduction, teachers could participate in an online learning opportunity conducted over the course of a school year that focuses on each of the benefit areas providing self-paced learning opportunities rather than the “all at one time” approach. The online environment would also include learning communities facilitated in Project Share for teachers to collaborate and share ideas and ways to use digital portfolios for student learning and growth. The Project Share tool would provide a location for me to share links to online examples and activities that could be used as material for the portfolios. The learning process is continuously changing. When we empower students we trust them to decide what they need to learn. Digital portfolios and the related reflection will help them recognize what they need to learn.

Resource:

TTU College of Education Faculty. (2003). *E-portfolio benefits*. [Online Image]. Retrieved

December 6, 2011, from Echucaelearning Wiki:

<http://echucaelearning.wikispaces.com/Digital+Portfolios>

2. Key Words, Phrases or Terms describing your Action Research Project:

Digital Portfolios, E-Portfolio, Portfolio rubric, Portfolio Assessment, Alternative Assessment, 21st Century Literacy